



# St Mary Magdalene's School, Elizabeth Grove

AGM SCHOOL PERFORMANCE REPORT  
*2025 Academic Year*



**Shaping our future together**

St Mary Magdalene's School | A Catholic school in the Mercy Tradition | Reception to Year 6



## Acknowledgment of Country

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**Nudloo tumpuntea Kurna**

**Mirenya yarta**

**Mathanya Woma tartanyakoo**

We acknowledge (that) the Kurna people are the landowners and custodians of the Adelaide Plains. We recognise Elders past and present.

We also honour and try to live the essence of the Mercy Tradition which cherishes the search for Truth and Justice.

We are committed to Reconciliation.

**Nachalia**

Thank you

The following report provides details of the 2025 academic year. This report meets the school's responsibility in reporting information on its 2025 performance (Australian Education Act 2013).

## Context

St Mary Magdalene's R-6 Catholic Primary School is located north of Adelaide in the city of Playford. We are one of five schools in the Elizabeth Catholic Parish. We provide education for a diverse population of students from all backgrounds, religions, ethnicity, and family dynamics.

***At the heart of our school is our commitment to connecting life, faith, and learning.***

Our focus is on nurturing a lifelong love of learning while explicitly encouraging students to embrace our values: Compassion, Courage, Hospitality, Justice, Respect, and Service. This is enshrined in the CESA Living Leading Learning Standard and Key Capabilities.

Our students engage in a progressive and inclusive curriculum enriched by evidence-based teaching and learning practices. Our teachers work collaboratively to deliver excellence in education and to meet each child's individual learning needs in a variety of ways. We provide contemporary learning approaches, a high-quality differentiated curriculum, inclusive learning environments, and targeted adjustments and intervention programs.

Learning areas include Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages - AUSLAN, Health and Physical Education, Expressive Arts. We teach Made in the Image of God and the Child Protection- Keeping Safe Program. Our school has a strong wellbeing focus underpinned by the Berry Street principles and supported by the Grow Your Mind Program and PBIS.

Our staff work closely with children and families to encourage a sense of belonging and love of learning. We invite family involvement in decision making through membership on the School Board and involvement in our Volunteer Program. Students are involved in decision making through their roles as School Ambassadors and House Team Captains.

As Catholic Schools, we are guided by the teachings of Jesus Christ where thriving people, capable learners and leaders for the world God desires are core to our mission.

## Vision

In 2021, St Mary Magdalene's and St Thomas More Schools embarked on an inspirational, innovative, and unique journey to work collaboratively in partnership enhancing educational opportunities for each student, greater access to facilities and resources and collaboration across teaching practices and programs.

As this partnership continues to grow, we are committed to strengthening a connected, cohesive, unified community of passionate staff who work collaboratively and learn from one another.

Our staff use informed teaching practices and shared knowledge to provide high quality educational experiences and opportunities. As innovative educators we endeavour to further develop consistent, data informed schoolwide practices that are targeted to ensure all children are successful learners.

Our school *vision for learning* to empower students to be active participants, informed citizens with intercultural and ecological awareness where they are inspired by the Mercy Values as they shape a future for the world God desires. We nurture a sense of belonging in a caring and supportive environment, empowering individuals to thrive in a global community, shaping the future together.

Dedicated to a continuing tradition of cultivating excellence in an ever-changing world, we prepare our diverse student body for success by engaging them in rigorous and relevant learning opportunities. These opportunities shape a future of learners that promote a moral stance as they strive to make a difference in the lives of others.

At the core of who we are and what we do is our passion for serving Christ embedded with the Mercy Values.

# Compassion Justice Respect Hospitality Service Courage

## Mercy Education Values

With a sound understanding of school values, our aspiration is that we continue to work collaboratively, strengthening our flourishing communities ensuring that the voices of all are heard, valued, and respected and where the Mercy Values are embedded in who we are and what we do.

### Mercy Education Values



#### Compassion

We encourage and practice compassion within our school and community by putting our Faith In Action with fundraising activities, promoting inclusion and kindness throughout our school.



#### Justice

Through our school policies and pastoral care, we create fairness and justice in our relationships with students, staff and families and in our daily interactions with others through words, actions and attitude.



#### Respect

We show respect and recognise we must earn our communities respect through our words, actions and attitudes. Students are encouraged to celebrate the goodness of others at home, school and in the general community.



#### Hospitality

Being kind, generous and welcoming to our friends, family and those we know is easy. We remove barriers that stop us from extending hospitality to ensure we are an inclusive and kind community.



#### Service

Service is using our talents and gifts to help others, thereby enriching our classrooms, our school and our broader community.



#### Courage

To act with courage takes strength and resilience. Our school is a safe space where children can learn to be courageous through attempting difficult tasks, changing behaviour, taking action against injustice, or tackling personal difficulty.

## Staffing 2025

Name	Position	Name	Position
Belinda Bennett	Principal	Gareth Molyneux	Head of School
Amiee Tullio	APRIM	Janelle Lieu Anthony Filpi	Business Manager
Michelle Menadue	Leader of Teaching and Learning and EAL/D	Matt McGinty	Leader of Teaching and Learning - Wellbeing
Laura Drewett	Reception/Year 1 Teacher	Rebecca Hill	Reception/Year 1 Teacher
Jade Shapecott	Reception/Year 1 Teacher	Heather Peterson	Year 2 Teacher
Tara Haylock	Year 3/4 Teacher	Leah Dickson Eldi Yzel	Year 3/4 Teacher
Angela Rose Natalia Oousthuisen	Year 5/6 Teacher	Amiee Tulio Sarah Storrie	Year 5/6 Teacher
Cristian Morgado	PE Teacher	Rosemarie Vilano	Performing Arts/Choir
Richard Symonds	AUSLAN	Shannon O'Toole Samantha Reynolds Domenique Saraceno	Counsellor
Lisa Danielle	Admin ESO	Sara Hardy	Finance
John Mathew	Finance	Andrew Scott	Grounds Person
Michael Higgie Tim Bullen	WHS Coordinator	Ged Hughes	Curriculum ESO
Nick Doube	Curriculum ESO	Corrine Harris	Curriculum ESO
Cassie Parker	Curriculum ESO	Natasha Pengilly	Curriculum ESO
Kathy Keough	Curriculum ESO	Maximus Monaghan	Curriculum ESO
Denise Sawyer	Curriculum ESO	Ebony Dekort	Curriculum ESO
Marilyn Kennedy	Curriculum ESO	Chantelle Care-Wickham	Curriculum ESO /Grounds
Olivia Chambers	Curriculum ESO	Shantelle Barker	Curriculum ESO
Nicole Yelland	Curriculum ESO	Bruce Hutchings	ICT Co-Ordinator
Lisa Welford	Enrolments, Marketing and Communications	Kerryn Chambers	Community Hub Coordinator
Jennifer Firth	OSHC Director	Minako Nojima	Playgroup
Jayanti Perumal	OSHC	Minako Nojima	Creche
Nicole Yelland	OSHC	Alison Woodward	OSHC



## Teacher Standards & Qualifications 2025

Masters	45%
Diploma	15%
Bachelor	100%
Graduate Certificate (RE)	33%
Other Graduate Certificates	9%

## School Information

St Mary Magdalene's School 82 Fairfield Road, Elizabeth Grove SA 5113	
School Type	Primary
School Sector	Catholic, non-Government
ICSEA Value	958
Total Enrolments	191
% Indigenous Enrolments	10%
% Students with Disabilities	34.95%
% EALD Students	33%

## Enrolments by Year Level 2025

	Female	Male	TOTAL
Reception / Year1	32	38	70
Year 2	14	9	23
Year 3 / Year 4	28	25	53
Year 5 / Year 6	20	25	18
TOTAL	94	97	191

## Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	86.1%	82.1%	83.7%	80.4%
Year 1	88.2%	86.0%	85.5%	82.5%
Year 2	85.2%	81.0%	85.4%	84.4%
Year 3	86.4%	84.4%	88.7%	87.2%
Year 4	87.7%	80.9%	86.0%	85.8%
Year 5	89.5%	85.0%	89.3%	86.9%
Year 6	80.0%	78.2%	78.7%	72.2%
TOTAL	86.5%	82.9%	85.6%	83.1%

## School Management of Student Non-Attendance

Parents are required to notify the school if students will be absent for any reason. This can be done in person, via phone, email or by leaving a message on the school answering machine. If the school has not been advised of a student absence by 9:30am, an SMS message is sent to parents by Administration Staff to ascertain reasons for the absence.

For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence.

Unsatisfactory reasons for absences are referred to the Leadership Team who will follow up with families as required.



## School Income 2025

State Government Grant	\$860,346
Commonwealth Government Grant	\$2,955,991.00
<b>TOTAL Government Grants</b>	<b>\$3,816,337</b>
School Fees	\$49,956.25
Other Income	\$725,050.27
<b>TOTAL Income</b>	<b>\$4,591,343</b>

## Post School Destinations

St Columba College, Xavier College, Thomas More College, SAC, OLSH, Craigmore High School, Trinity College, Gleeson College, Playford International School, and Mark Oliphant College.

## Staffing

Male Full Time Teachers	1
Female Full Time Teachers	9
Part Time Teachers	5
<b>TOTAL Teachers</b>	<b>15</b>
Female Educational Support Officers	9
Male Educational Support Officers	2
<b>TOTAL Educational Support Officers</b>	<b>11</b>

## Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)	First Years of Schooling Literacy PD
Berry Street	Learning Difficulties Seminar
Literacy	EAL Moderation and Training
MultiLit	PLC Planning Days
Teach Well	Contact Officer Refresher Training
Catholic Schools Primary PE Conference	ATSI Focus Day
Aspiring Leaders Program	CILAH – Supporting Best Practice
Graduate Certificate in Catholic Studies	Senior First Aid
Employee Relations Seminars	SACPPA Conference Days
ReLaT Information Session	Early Career Teacher Professional Learning Day
EYA Training Day	Choir Training Day
NAPLAN Supervision Training	PLC Planning Days
PRIMA Day	AUSLAN Curriculum Planning
Literacy Network	Choir Training Day
Team Teach Behaviour Support Training	Fire Warden Training
	LEAP Level Training
Growing Deep	Supporting Students in the Emerging Phases of English Language Learning



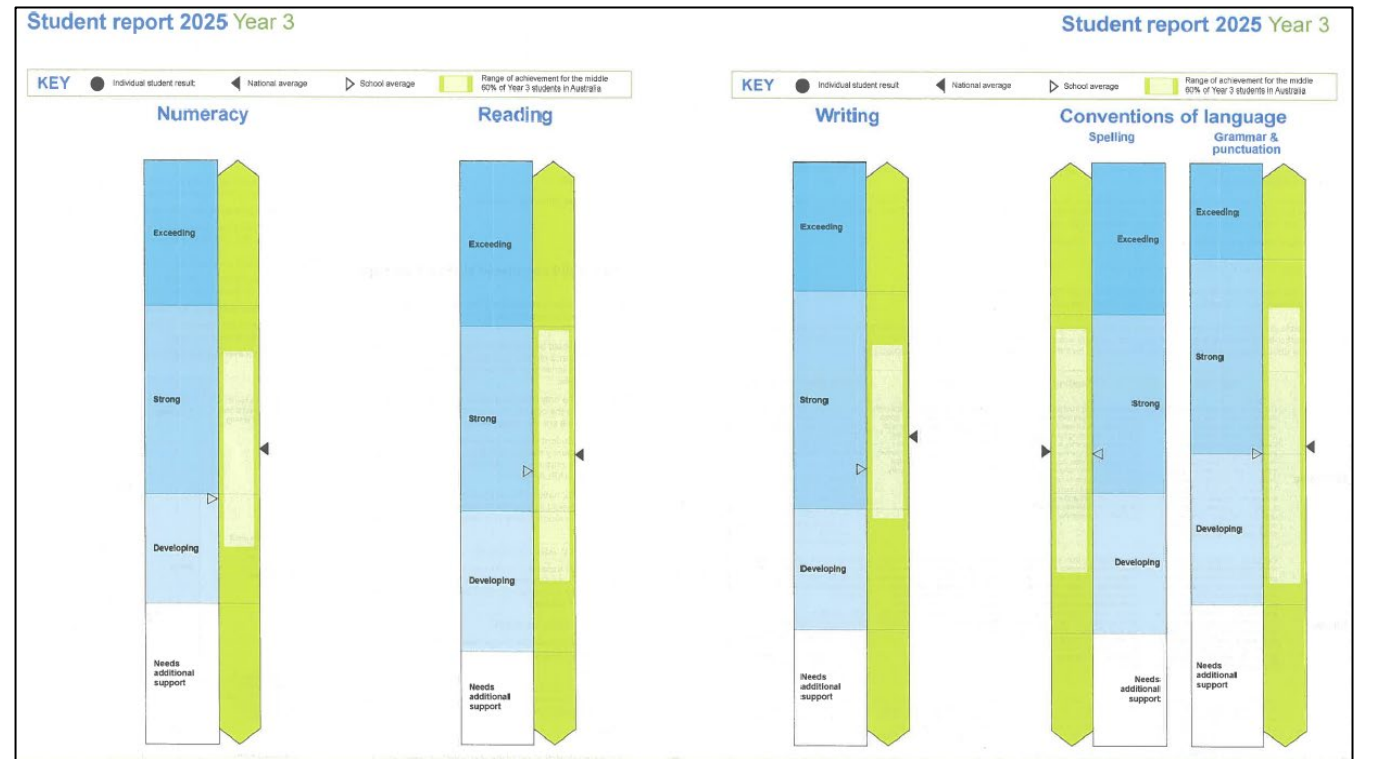
## School Events - Value Added

SAPSASA Winter Carnival	Class / Whole School Mass Liturgies	Buddies Programs
Catholic Schools Athletics Carnival	Project Compassion Activities	Early Learning Years Program
R-6  Central Districts Football Club Clinics Years	Remembrance Day Liturgies	New Reception Transition Program
SAPSASA District Swimming Carnival	Class Excursions	Book Week Dress Up Day
Catholic Schools Touch Carnival	Clean Up Australia Day	Mother's Day/Father's Day
4-6   Catholic Schools T-Ball Carnival	Thriving People Day	End of Year Concert
SAPSASA District Summer Carnival	Madhavi Nawana Parker (PIE Grant)	Catholic Schools Music Festival
Sporting Schools Sports Program	Harmony Day	Kindy Story Time
Sports Day	6   Graduation Liturgy / Dinner	Fathering Project
Premiers Reading Challenge	Children's University	Cultural Day
Sammy D Foundation	Rock and Water	
Andrew Chinn	5-6   Camp	Meet and Greet Evenings
5-6   Leadership Days	5-6   Road Traffic Crossing Training	Learning Conversations

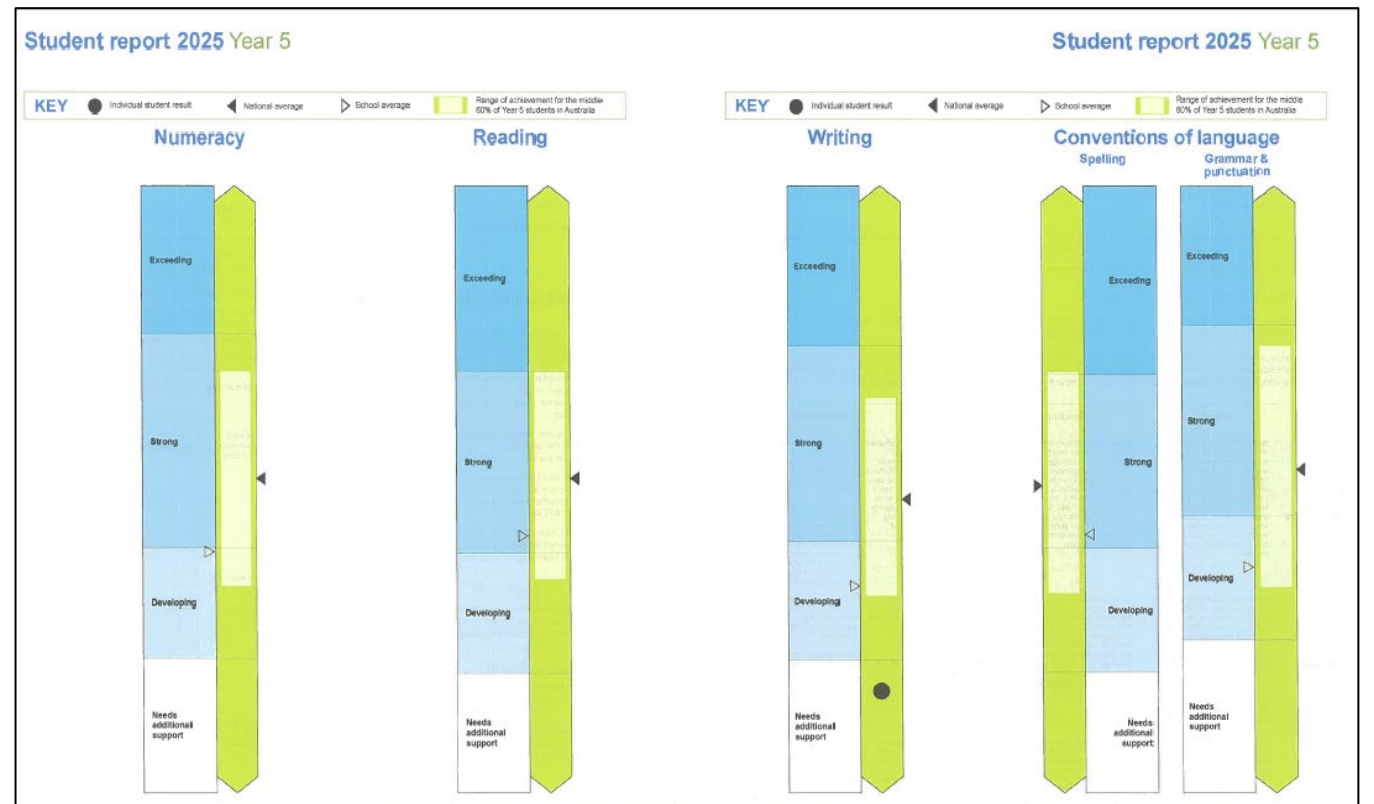
# NAPLAN 2025


NAPLAN participation 100%

Year 3									
Reading	392.3 S	Writing	394.1 S	Spelling	403.6 S	Grammar	404.1 S	Numeracy	375.2 D



Year 5									
Reading	458 S	Writing	428.7 D	Spelling	459 S	Grammar	439.9 D	Numeracy	448.6 D



A young child with short dark hair, wearing a purple shirt, is smiling and holding a large, light blue, heart-shaped sign with a blue border. The sign has handwritten text in purple and blue ink. The background is a dark blue wall covered in colorful, textured polka dots in shades of yellow, red, and white. The child is looking directly at the camera.

I love being here  
and having my friends  
next to me.

#LoveMyCatholicSchool

## School Satisfaction 2025

All students at St Mary Magdalene's School were involved in the CESA 'Classroom Pulse Check In' survey, which occurs in Weeks 5 and 6 of each school Term.

The Classroom Pulse Check In survey provides all students with the opportunity to communicate to their teacher and school leadership about their sense of belonging, progress in learning and overall experience of school. This information is intended to support classroom teachers' key pastoral and learning role. As each child is different, our response to each child is different. The collection of student voice through this survey has allowed teachers to work in partnership with students and parent/caregivers to address any concerns or issues highlighted.

St Mary Magdalene's School students, parents/caregivers, and staff were invited to participate in the Living Learning Leading (LLL) Survey. The data collected is interpreted and used by the school as a self-assessment of performance against the four components of the Living Learning Leading Standard.

The four areas of the Living Learning Leading Standard are:

Catholic Identity

Curriculum and co-constructed learning and assessment design

Student agency, identity, learning, and leadership

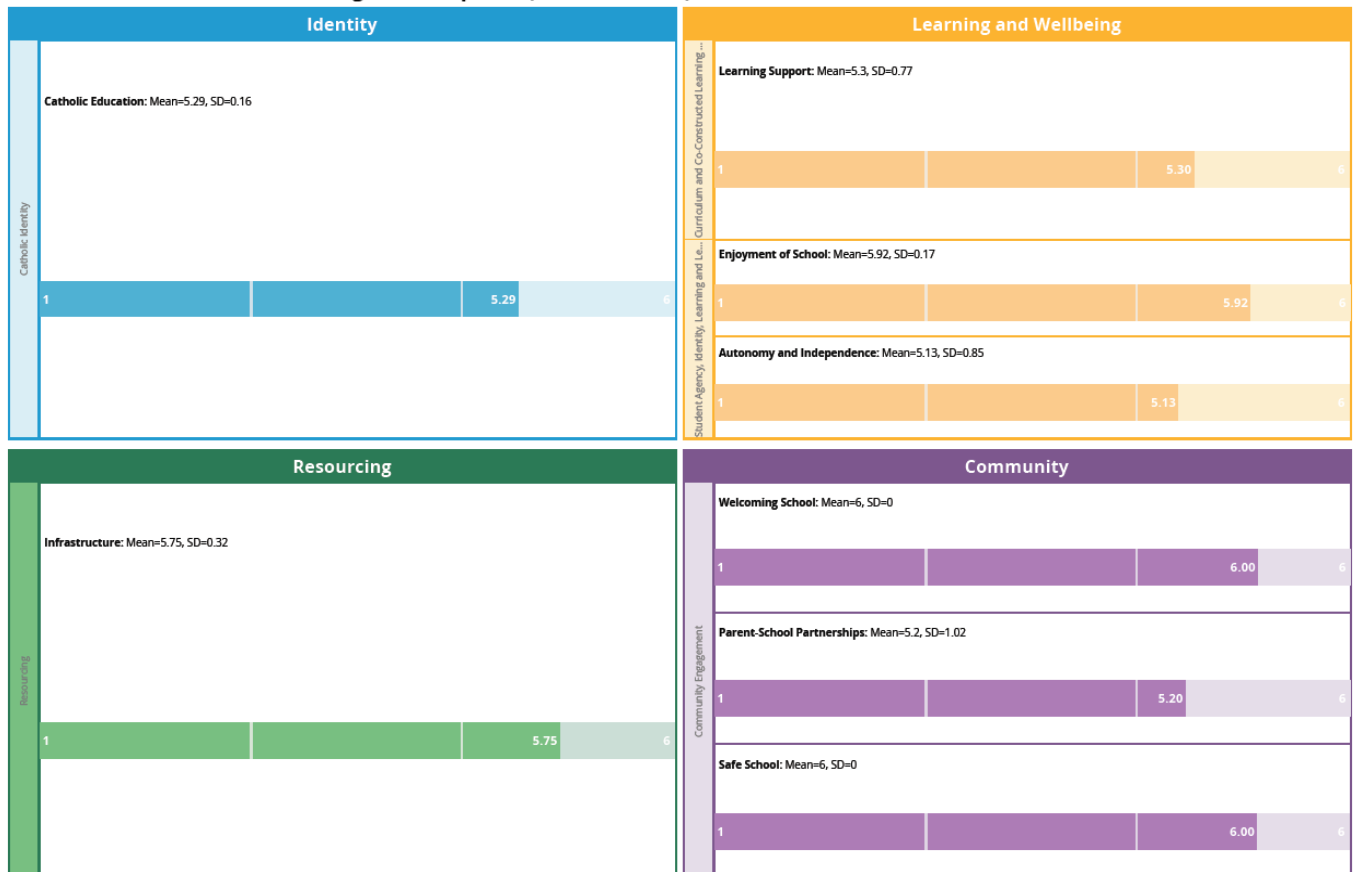
Community engagement

These surveys guide the development of the School's strategic and annual plans and ensure our alignment with system priorities.

The following is a summary of the data for the 2025 surveys:

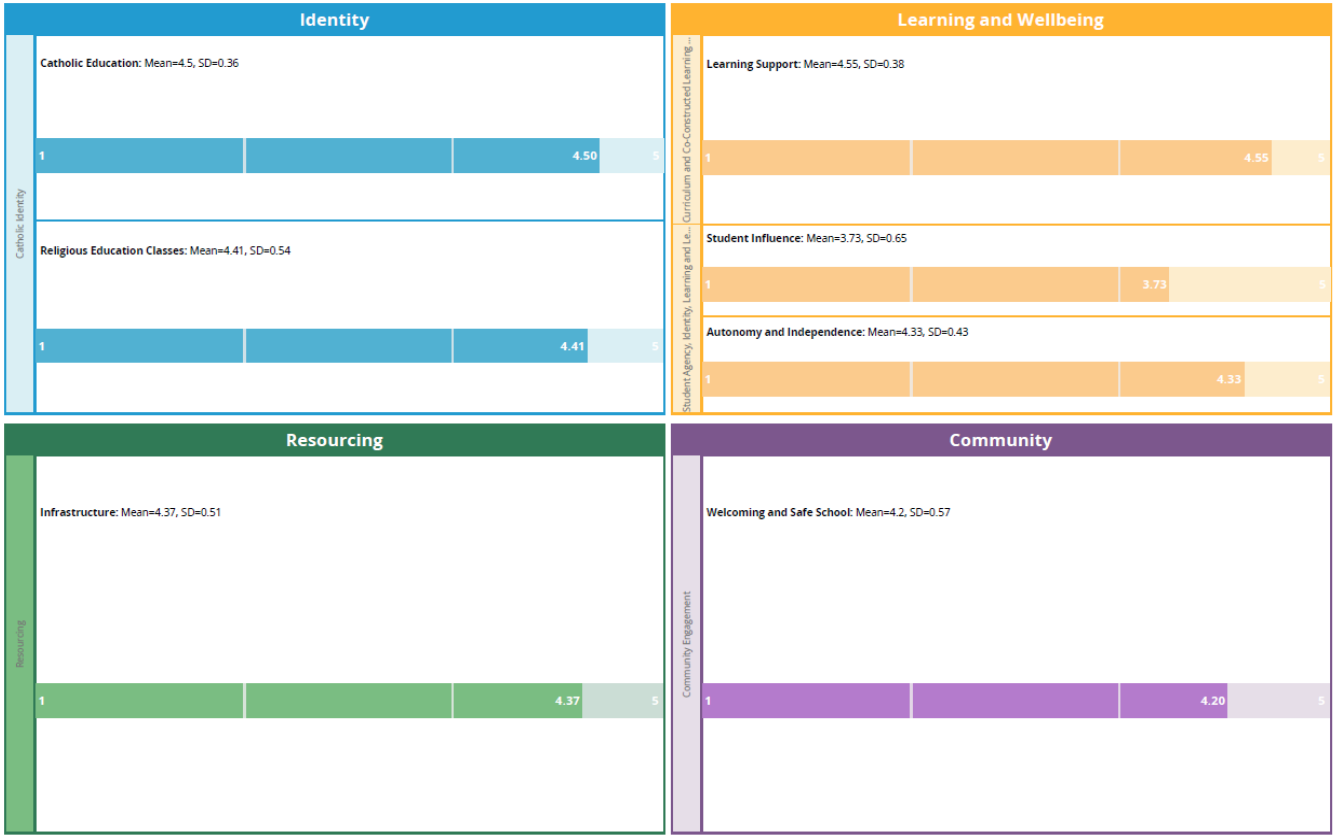
### Parent/Caregiver Response

#### Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



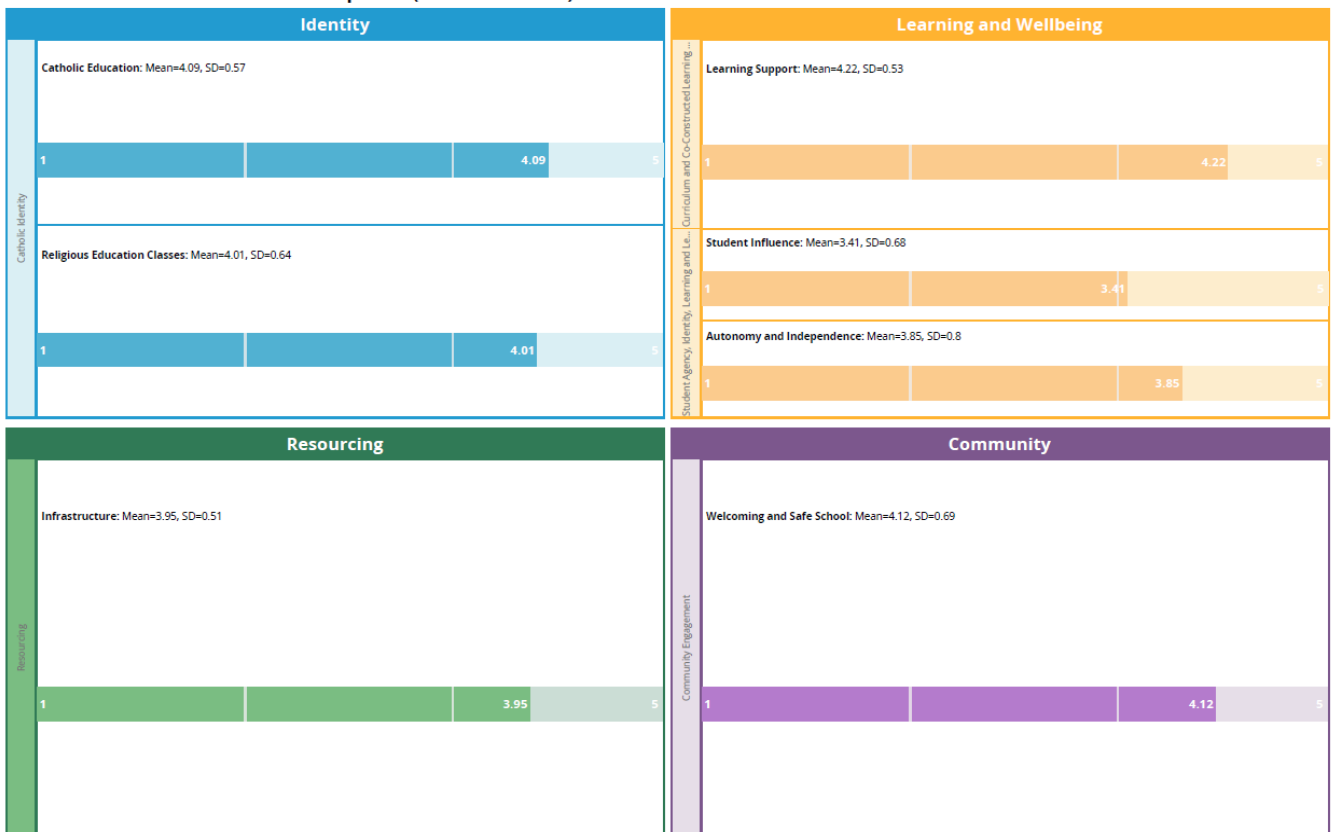
Student Response Years 2 to 4

Balanced Score Card: Student Perceptions (LLL Framework)



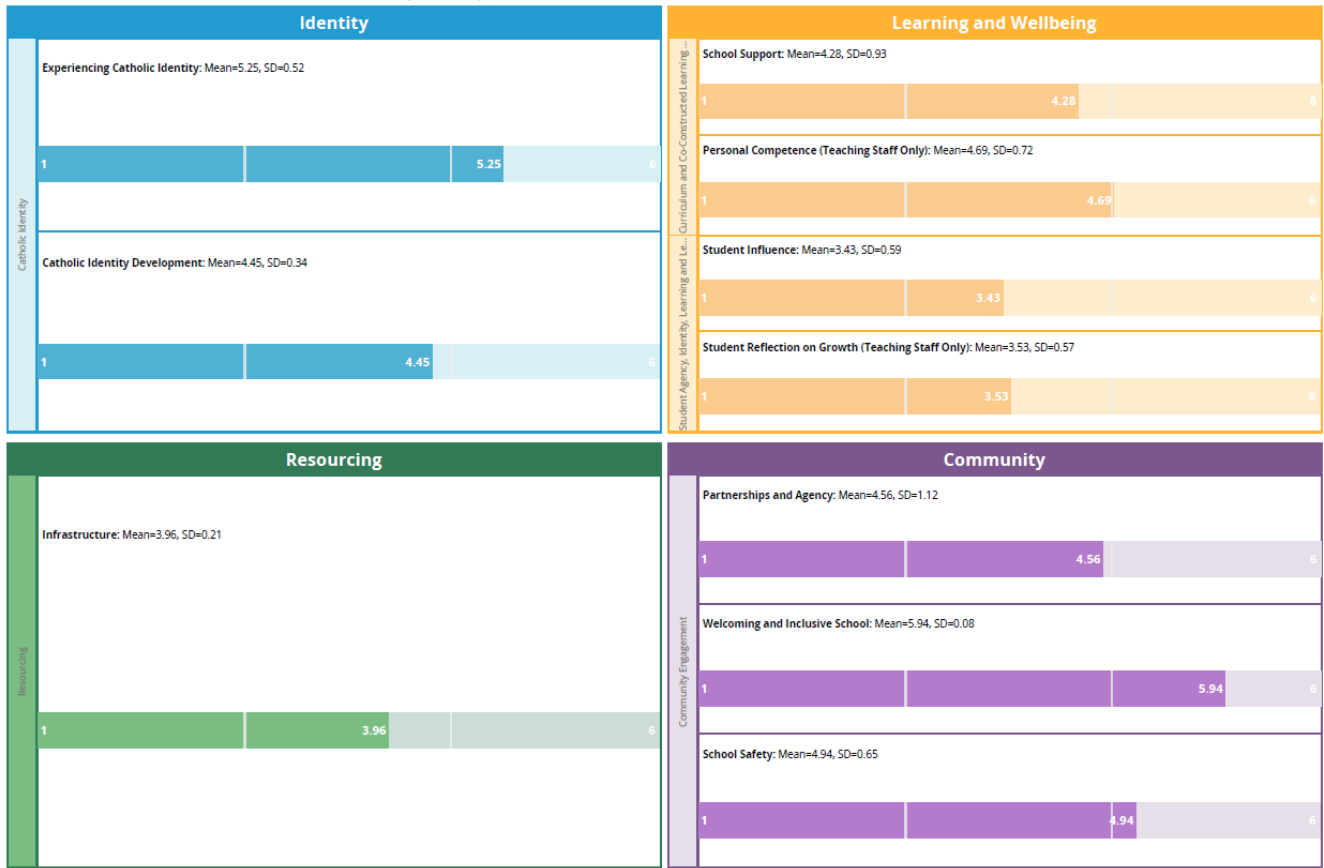
Student Response Years 5 to 6

Balanced Score Card: Student Perceptions (LLL Framework)

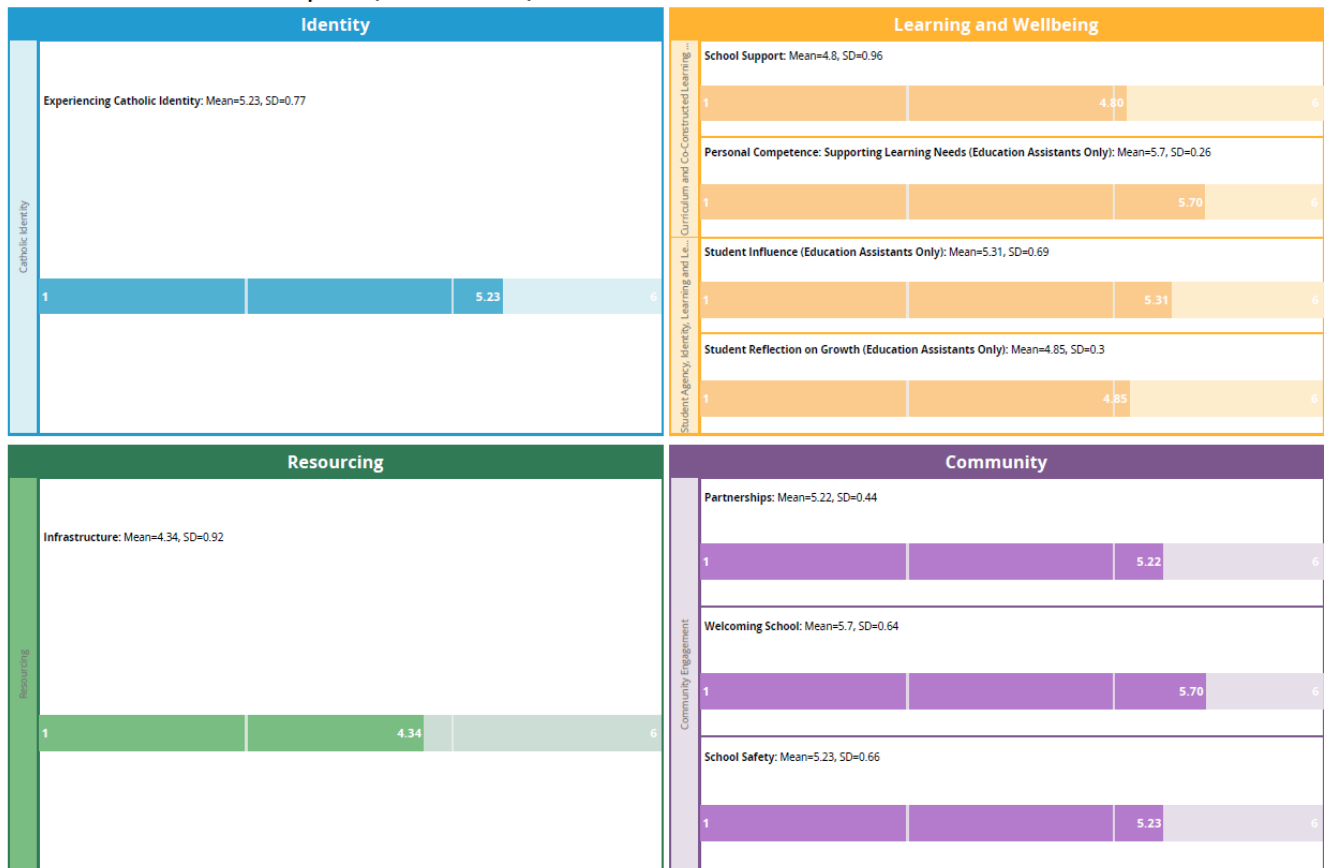


Staff Response

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



Balanced Score Card: ESO Perceptions (LLL Framework)



## School Improvement Plan 2025

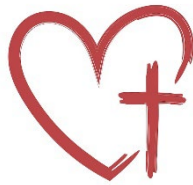
### Strategic Direction 1 – Catholic Identity

Vision - To deepen students' understanding of faith, foster spiritual growth, and strengthen the Catholic identity of the school community through high-quality Religious Education.

Goal: By the end of the 2025 school year, improve teacher capacity to plan using key curriculum documents, integrating the Growing Deep framework principles of Catholic identity, formation, and mission into teaching and learning practices.

Goal: Improve student engagement and achievement in Religious Education with 100% of teachers attending at least two professional development sessions and implementing new strategies in their lesson plans with a focus on increasing student achievement in the A/B band in Religious Education and improving ReLat scores.

Goal: By the end of the 2025 school year, establish a structured program for social justice, charitable works, ethical and environmental stewardship by integrating three new social justice initiatives and two sustainability projects into the school curriculum engaging at least 75% of students and staff in community service activities both within the school and the wider community.



### Strategic Direction 2 – Learning and Teaching

Vision: By the end of 2025, our school will foster a culture of high-impact teaching, collaborative leadership, and continuous improvement—driven by evidence-based practice and empowered through partnership with the CESA system coach. Through targeted professional learning, strategic data use, and a united focus on reading and numeracy, we aim to ensure every student flourishes academically and every educator grows in capacity and confidence.

Goal: By the end of the 2025 school year, improve student learning outcomes in English and Mathematics through the implementation of strong, evidence-based teaching practices. This will be achieved by embedding school-wide agreements that utilise data to inform instruction, continuously assessing and refining our methods, and fostering a specific focus on reading proficiency. Our objective is to achieve a 10% increase in reading proficiency and mathematics scores on standardized assessments, ensuring every student reaches their full potential.

Goal: By the end of 2025, engage in an intensive coaching partnership with the CESA system coach to collaboratively identify, implement, and monitor high-impact strategies for school improvement—fostering a shared leadership approach and building staff capacity through targeted planning, reflection, and professional learning.



### Strategic Direction 3 – Learning and Wellbeing

Vision - To foster a safe, inclusive, and emotionally intelligent learning environment through a unified wellbeing and behaviour strategy that reflects shared expectations, personalised supports, and data-informed practices—empowering every student to thrive with dignity, consistency, and collaboration.

Goal: By the end of the 2025 school year, develop and implement a school-wide wellbeing/behaviour strategy that incorporates evidence-based frameworks to target Teir 1, 2 and 3 approaches that demonstrates consistent language and clear expectations to be known by all students and staff.

Goal: Establish responsive and collaborative behaviour support processes that engage staff, families, allied health professionals, and leadership personnel to ensure timely intervention, personalised supports, and improved outcomes for students requiring case management and additional behavioural or wellbeing support.

Goal: Implement a data-driven approach to wellbeing and behaviour by regularly collecting, analysing, and responding to key data sets (e.g. behaviour minor/majors, attendance, engagement surveys). Use these insights refine strategy effectiveness, support planning, and ensure practices are tailored to emerging school needs.



### Strategic Direction 4 - Community

Vision – To cultivate a vibrant, connected school community where strong parent partnerships, an expanded school board, and inclusive collaboration foster trust, shared learning, and meaningful engagement in all aspects of school life

Goal: Strengthen community engagement by building inclusive, respectful, and collaborative relationships among staff, parents, caregivers, and wider community members—fostering a shared sense of ownership, connection, and pride in the school's learning culture.

Goal: By the end of 2025, establish a thriving volunteer and parent group and expand opportunities for families to engage in learning, decision-making, and school activities—fostering mutual respect, connection, and a sense of belonging.

Goal: By the end of 2025, expand and develop a representative school board and build collaborative partnerships between staff, families, and allied stakeholders, underpinned by trust, shared purpose, and inclusive leadership.



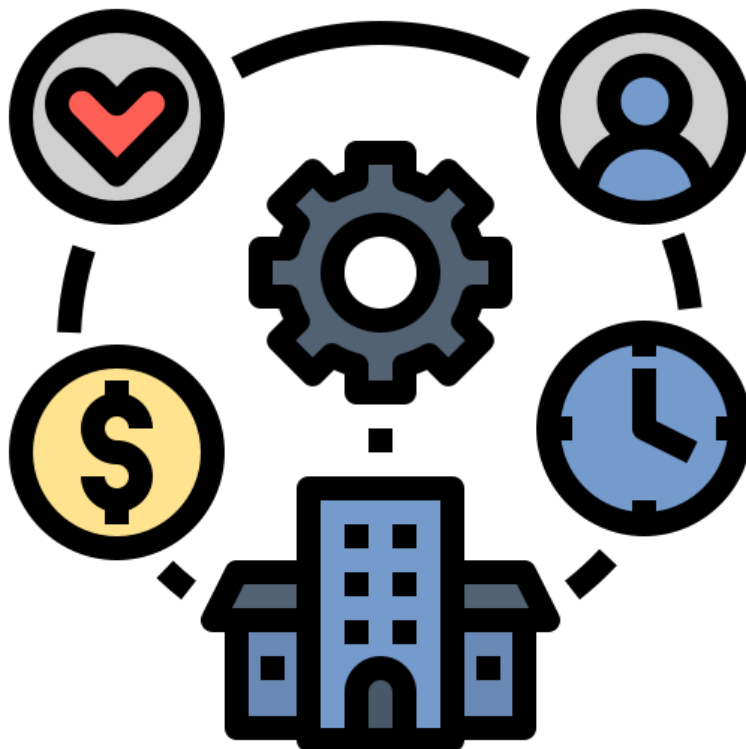
### Strategic Direction 5 - Administration and Resourcing

Vision - By the end of 2025, our school will be strategically positioned for growth and excellence through the implementation of our master plan, updated policies and procedures, and a targeted enrolment strategy. We will foster a culture of professional accountability and leadership development, improve attendance and engagement systems, and build a high-performing, collaborative staff team committed to continuous improvement and shared success.

Goal: By the end of 2025, finalise and begin staged implementation of the School Master Plan, ensuring alignment with future enrolment growth, educational priorities, and optimal use of infrastructure, guided by consultation with community and key stakeholders.

Goal: Strengthen staff capacity and performance through enhanced mentoring, formalised development frameworks, and a full review of leadership roles and responsibilities—ensuring greater clarity, collaboration, and strategic alignment across teams.

Goal: Improve student attendance by 5% through refined tracking and responsive intervention strategies, while also implementing proactive staff performance and wellbeing supports to foster a high-functioning, engaged school environment.



## The Year in Review

### Catholic Identity | Amiee Tullio

At St Mary Magdalene's School our Catholic Identity is central to the life of our school and all that we do. Through the year created opportunities for our students and families to engage with the Catholic Tradition in various ways including invitation to class and whole school celebrations of prayer, liturgy and Mass, involvement in outreach programs through fundraising, participation in events that link to the liturgical year and connecting to our local church through the Elizabeth Catholic Parish Sacramental Program. Our Mercy Charism continues to guide us in all we do as we work to live out the values of the sisters of mercy, respect, compassion, courage, hospitality, justice and service.

#### Liturgy, Mass and Prayer

This year, our school community participated in a rich and engaging cycle of liturgical celebrations that strengthened our shared faith identity. Whole-school and class Masses were held, with students in Year 3-6 taking active roles in readings, music and procession. Significant feast days and liturgical seasons—such as Lent, Easter, Advent and our patron feast day—were marked with prayer services that encouraged students to reflect on Gospel values in age-appropriate ways. Staff formation also supported the quality of our liturgies, ensuring that celebrations remained meaningful and connected to our mission. Microsoft Teams prayer continued to be a powerful bridge between the two school sites, creating a shared space where students and staff could gather despite the physical distance. The platform made it easy for both schools to participate together, strengthening relationships, encouraging unity, and reminding everyone that spiritual community isn't limited by geography. It turned a simple digital tool into a genuine source of togetherness and support.

#### Curriculum

Across all year levels, teachers delivered the Religious Education curriculum with a focus on critical and creative thinking, scripture exploration, and links to students' real-life experiences. Units were reviewed to ensure alignment with the Crossways framework, allowing for continuity and depth of learning. Students were provided with opportunities to engage in a variety of activities, discussions and spiritual reflection, helping them build a deeper understanding of Catholic identity and tradition.

#### Outreach and Fundraising

Our commitment to service was once again a highlight of the year, with students and families generously contributing to several outreach initiatives. Fundraising efforts supported agencies such as Caritas Australia, St Vincent de Paul and Catholic Charities, allowing students to develop empathy and social responsibility. Classes participated in social justice projects that encouraged practical action—such as food drives, awareness campaigns and peer-support initiatives—strengthening our culture of compassion and community engagement.

#### Sacrament Program

The Sacramental Program, delivered in partnership with the parish, provided students and their families with a meaningful journey of preparation for Reconciliation, Confirmation and First Eucharist. A parent information session and workshop sessions were well attended, offering opportunities for faith formation and family connection. Students demonstrated reverence and enthusiasm throughout the program, engaging in prayer, reflection and learning experiences that deepened their understanding of the sacraments and their importance in the life of the Church.

#### Religious Literacy Assessment - ReLAT

Students in Years 4 participated in the Religious Literacy Assessment, which provided valuable insight into their knowledge and understanding of key concepts within the Catholic tradition. The data gathered will guide future planning, highlighting strengths and areas for improvement across year levels. Teachers continue to use the results to refine teaching approaches and reinforce core elements of scripture, prayer and Catholic belief.





## 2025 RELIGIOUS LITERACY ASSESSMENT - YEAR 4

### St Mary Magdalene's School ELIZABETH GROVE

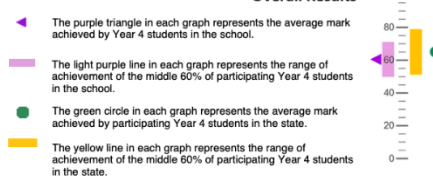
### School Summary

The average total for all Year 4's in this school is **21.2 out of 35** or **60.5%**

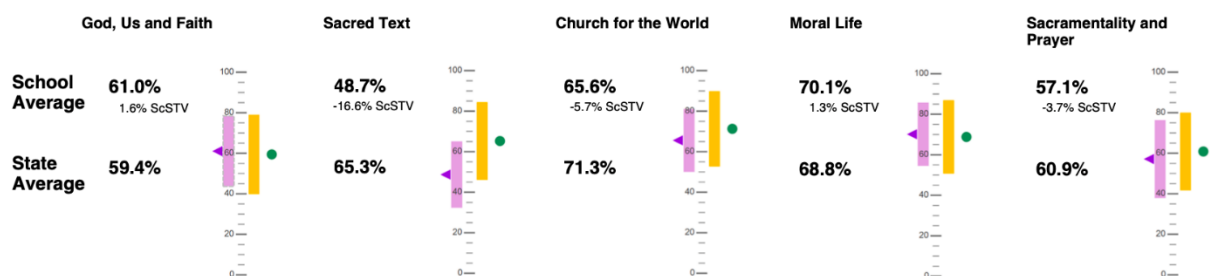
The average total for all Year 4's in South Australia is **22.8 out of 35** or **65.1%**

This school's average is **4.6% below** the state average

#### Overall Results



## KNOWLEDGE STRANDS



**ScSTV** the difference between the school and the state average is the **School State Variance**

## Staff Formation

Staff formation in Religious Education is an important part of our work. St Mary Magdalene's School joined with St Thomas More for a staff Reflection Day, centred on A Journey of Gratitude for Self, Others and God's Creation, offered a meaningful pause in the busyness of school life to reconnect with our shared mission. Through prayer, guided reflection and collaborative conversation, staff explored how gratitude shapes our relationships, deepens our sense of vocation, and calls us to care for the world entrusted to us. The day strengthened our collective commitment to nurturing a community grounded in faith, compassion and stewardship, reminding us that gratitude is both a gift and a daily practice.

Staff continued to deepen their professional and spiritual formation this year, with several team members undertaking the Graduate Certificate in Education. APRIMs continued their learning and formation through the Growing Deep Formation Program alongside other targeted learning opportunities.

## The Year in Review

### Teaching and Learning | Michelle Menadue

#### Term 1

Revisiting Professional Learning from 2024

- student agency
- learning Intentions & success criteria
- feedback – oral, written, demonstrative (teacher observes misconceptions or areas requiring support and demonstrates to class/group/individual) and collective (providing feedback to a group)
- assessment types – teacher formative (tapping into prior knowledge) and summative (evidence of student learning)

Literacy focus – Guided Reading

- analysing data and current Guided Reading practises.
- experimenting with effective prompts for AI
- exploring literacy apps/websites that support learning.
- trialling Reading Progress (Teams) as a tool in the primary years.

Our Numeracy Journey:

- reducing cognitive load through incorporating mathematical concepts in Daily Reviews until mastered.
- student agency through problem solving in a way that makes sense to the child.
- 'Developing' number facts to 10 and transferring this knowledge to 10, 20, 30 and beyond.
- moving students from a counting system of 1s to a system of 10s

#### Term 2

Assessment to inform instruction in writing.

- using the LEAP levels as a tool for analysing the writing of all learners and planning future directions.

Delving deeper into assessment (led by Jayne Brown CESA consultant)

- analysing current learning experiences for evidence of surface, deep and transferring learning
- working in year level teams designing and 'Developing' assessment tasks

#### Term 3

Exploring and using the performance standards (led by Jayne Brown CESA consultant)

- 'Developing' a common understanding of grading across the year levels.
- analysing work samples from assessment tasks

Supporting and Teaching Neuro Diverse Students (led by CESA CILAH Team)

- walking in the shoes of neuro divergent students
- tools for regulation
- causes of dysregulation

#### Term 4

Report Writing

- connecting back to learning from performance standard professional learning
- exploring co-relationship between grades and comments by analysing sets of 'mock comments
- working in year level teams, designing report comments and sharing as a whole staff

## The Year in Review

### 2025 Naplan Results

Proficiency levels

Student results for each of the component levels are reported according to proficiency levels: 'Exceeding' (EXC), 'Strong' (Str), 'Developing' (Dev) and 'Needs additional support' (Nas)

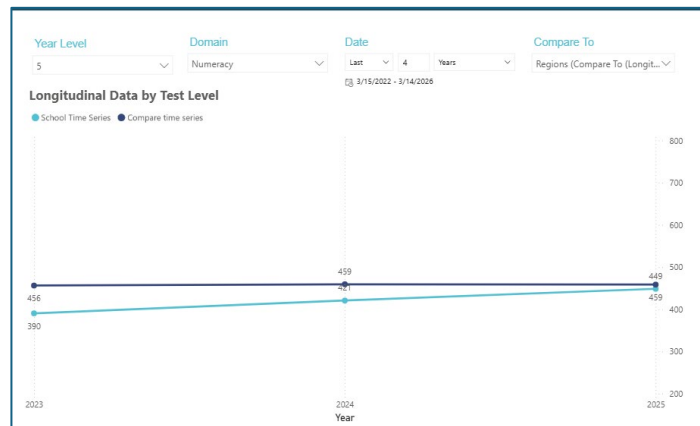
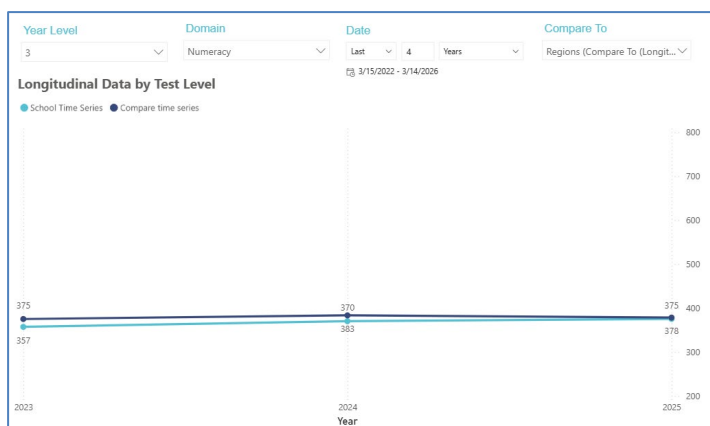
Year 3 School Mean Scores – Proficiency Standards						
Component	Mean Score			Proficiency Level		
	2023	2024	2025	2023	2024	2025
Reading	353.3	365.7	392.3	Dev	Dev	Str
Writing	368.7	384.7	394.1	Dev	Str	Str
Spelling	350.9	382.6	403.6	Dev	Str	Str
Grammar & Punctuation	348.2	361.8	404.1	Dev	Dev	Str
Numeracy	357.1	369.0	375.2	Dev	Dev	Dev

In 2025, Year 3 students' mean score continues to be 'Strong' in the 'Writing' and 'Spelling' components. In the 'Grammar and Punctuation' and 'Reading' components there is progress from 'Developing' to 'Strong'. This is the third year in the 'Developing' stage for Numeracy. Professional Learning in 2026 is targeting Numeracy.

Year 5 School Mean Scores – Proficiency Standards						
Component	Mean Score			Proficiency Level		
	2023	2024	2025	2023	2024	2025
Reading	445.5	442.6	458	Dev	Dev	Str
Writing	436.6	428.7	428.6	Dev	Dev	Dev
Spelling	469.4	445.6	459	Str	Dev	Str
Grammar & Punctuation	430.6	448.4	439.9	Dev	Dev	Dev
Numeracy	390.4	420.7	448.6	Dev	Dev	Dev

In 2025, the Year 5 students' mean score has resulted in a shift from 'Developing' to 'Strong' in 'Reading' and 'Spelling'. This is the third year in the 'Developing' stage for 'Writing', 'Grammar' and 'Punctuation' and 'Numeracy'.

As a state, SMM was on par with schools in the North. See Graphs below.



## The Year in Review

Estimated standardised student progress between 2023 and 2025 Literacy and Numeracy Tests (%)

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	18	25	12	25
Medium	47	50	62	50
Upper	35	25	25	25

### Year 5 Progress 2023-2025

The table above is comparing the same students' progress from 2023 to 2025 in Reading and Numeracy.

**Reading** Scores place 18% of SMM students in the low progress range compared to 25% nationally. In the medium progress range were 47% of SMM students compared to 50% nationally. In the upper progress range were 35% of SMM students compared to 25% nationally.

**Numeracy** Scores place 12% of SMM students in the low progress range compared to 25% nationally. In the medium progress range were 62% of SMM students compared to 50% nationally. Both at SMM and nationally 25% of students made progress in the upper range.

Proficiency Level	Needs additional support (Nas)			'Developing' (Dev)			'Strong' (Str)			Exceeding (Ex)		
	2024	2025	Growth	2024	2025	Growth	2024	2025	Growth	2024	2025	Growth
Year 3												
Reading	20%	8%	12%↓	35%	21%	14%↓	40%	58%	18%↑	5%	13%	8%↑
Numeracy	10%	13%	3%↓	50%	46%	4%↓	40%	38%	2%↓	0%	4%	4%↑
Year 5												
Reading	21%	20%	1%↓	32%	20%	12%↓	42%	44%	2%↑	5%	2%	3%↓
Numeracy	21%	20%	1%↓	58%	32%	16%↓	21%	40%	19%↑	0%	8%	8%↑

### Annual School Improvement Plan Target

'Increase the percentage of students achieving at or above the national minimum standard (Needs additional support proficiency) by 10%.'

The table above compares the 2024 Year 3 and 5 students to Year 3 and 5 2024 students.

#### Reading

In reading Year 3 met the target in 2025, 12% less students in the needs additional support proficiency. There was a drop of 14% in the number of students in the 'Developing' proficiency, an increase of 18% in the 'Strong' proficiency and 8% in exceeding. In reading Year 5 did not meet the target (There was one more student in the needs additional support proficiency). This was a Professional Learning focus in 2025.

**Numeracy** This comparison is tracking and comparing the same students. Results indicated 12% of SMM students were in the low progress range compared to 25% nationally. In the medium progress range were 62% of SMM students compared to 50% nationally. Both at SMM and nationally 25% of students made progress in the upper range. The Longitudinal graphs on the previous page highlight the need for further professional learning in numeracy.

## The Year in Review

Additional Programs for students needing additional support.  
Tier 2 and Tier 3 Intervention 2025

Additional literacy support								
Literacy Intervention Programs		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Heggerty's Phonemic Awareness Program	BOY stud	19	10	3	2			
	Yr %	34%	32%	4%	6%			
MiniLit Year 1 Part A Year 2 Part B	BOY		19	9	1 (EALD)			
	Yr %		46%	36%	3%			
PLD (Years 3-6)	BOY				10	8	14	9
	Yr %				32%	29%	44%	28%

### Heggerty's Phonemic Awareness

- Reception – five out of nineteen students, 26%, passed the End of Year (EOY) assessment.
- Year 1 -Seven out of ten students, 70%, passed the EOY assessment.
- Year 2- one out of three students, 33%, passed the EOY assessment.

### MiniLit

- Year 1 – eleven out of nineteen students, 58%, graduated from Part A.
- Year 2 – seven out of the nine students, 78%, Year 2s graduated from Part B.

### PLD

- Year 3 – 14 out of 25 students, 56%, made more than 1 year progress (5 students had been receiving tier 2 intervention). 12% made progress between 6 -11and 28% made less than 6 months.
- Year 4 -11 out of 21 students, 52%, improvement was greater than 1 year (ranging from 1-6 years progress). Five students had been receiving tier 2 or tier 3 intervention. 5 out of 21`students, 24%, improvement was between 6 -11 months and the other 5 students scored less than 6 months.
- Year 5 – 15 out of 25 students, 56% improved greater than 1 year. 11 out of 27 students, 41% improvement was between 6-11months, 1 student, 3%, improvement was less than 6months.

## The Year in Review

### Wellbeing | Matt McGinty

In 2025, St Mary Magdalene's successfully implemented the **Berry Street Education Model (BSEM)** with a particular focus on the *Body Domain*, supporting student regulation, positive engagement and emotional readiness for learning, and the *Relationship Domain*, which emphasises the development of strong teacher-student relationships. Staff participated in two days of professional development to deepen their understanding of these domains and how they can be effectively implemented in the classroom. The aim of this implementation was to create a school environment where all students felt safe, connected and ready to learn each day. Through structured wellbeing practices and a consistent whole-school approach from Reception to Year Six, the school continued to foster a culture that promoted emotional intelligence, resilience and positive behaviour.

A number of key wellbeing practices were embedded into daily classroom routines. Each morning commenced with a *Welcome Circle*, a *Positive Primer* activity and a '*What Went Well*' reflection. These practices supported students to feel acknowledged, strengthened their sense of belonging and helped them begin the day with a positive mindset.

Mindfulness strategies were also incorporated throughout the day, particularly following break times, to assist students with focus and emotional regulation. Activities such as breathing exercises, listening to podcasts and other calming strategies supported students in managing stress and maintaining readiness for learning. Teachers also utilised '*Ready to Learn*' check-ins, providing students with opportunities to identify how they were feeling and what they needed to be prepared for learning. Using visual tools and class discussions, students developed greater awareness of their emotions and learned strategies to help them feel calm, focused and ready to participate in learning activities.

In addition, brain breaks were regularly incorporated into classroom routines. These short, engaging activities promoted connection, provided opportunities for movement and fun, and supported students in either lifting or calming their energy levels as required. Regular behaviour data collection and review also supported these practices. Behaviour data was analysed throughout the year to identify patterns and trends, which informed us that additional check-ins, mindfulness activities and brain breaks were required to better support student regulation and engagement.

During 2025, the school's wellbeing focus was further supported through the implementation of the **Grow Your Mind** social and emotional learning program. In Term 1, students were introduced to learning about the brain and how it influences emotions and learning. Students explored key parts of the brain, including the amygdala, prefrontal cortex, hippocampus, reticular activating system (RAS) and insular cortex. Each part of the brain was represented by an animal metaphor to assist students in understanding and retaining how the brain functions. Through this learning, students developed greater awareness of their emotional responses and began to build strategies to regulate their emotions, make positive choices and remain focused and ready to learn. Later in the year, the program focused on Friendship, with students exploring what it means to be a positive and healthy friend. Learning experiences helped students recognise unhealthy friendship behaviours and develop the skills needed to build respectful and supportive relationships with others.

Staff from both St Thomas More School and St Mary Magdalene's School joined attended a workshop with guest speaker Madhavi Nawana Parker on Emotional Regulation. That same evening, parents from St Thomas More School, St Mary Magdalene's School, and Catherine McAuley School—65 already registered—gathered for a workshop with Madhavi, building their understanding of emotional regulation to help children manage feelings, improve behaviour, and strengthen learning readiness. The staff workshop was implemented in response to feedback from the 2024 Wellbeing survey, which explored concerns and future priorities. We extend our thanks to Mrs Lisa Welford, our school's Enrolments, Communications and Marketing Co-ordinator, for her work in promoting this event to our community and to the Parents Federation for the PIE Grant to assist in financing this event.

Year 3/4 students participated in the **Rock and Water program**, which develops physical and emotional self-awareness, self-control, and respect for others through a series of interactive activities. The program also supports students in recognising personal boundaries, standing up for themselves in positive ways, and working collaboratively with peers.

St Mary Magdalene's also continued its involvement with **The Fathering Project**, which the school joined in Term 3, 2024. Initiated by Mrs Kerry Chambers, the program aimed to strengthen connections between fathers or father figures, their children and the broader school community. The first event for 2025, "Paper Planes and Pizza," was held in Term 1 and was attended by 20 fathers or father figures and more than 30 children. In Term 2, the school hosted "Bangers and Bingo in the Yarning Space," again attracting strong participation from fathers, grandfathers and their children. The program concluded for the year in Term 4 with an event featuring hotdogs and outdoor games. These gatherings provided valuable opportunities for families to connect and highlighted the important role that fathers and father figures play in supporting

## The Year in Review

children's wellbeing, learning and development.

Year 5/6 students participated in a workshop delivered by the **Sammy D Foundation**, which focused on understanding the impact of physical violence and the importance of making safe, respectful choices. Students engaged thoughtfully in discussions and activities that encouraged them to reflect on how their actions affect others.

Due to the insightful and mature responses shared by students during the session, several students and staff were later invited to participate in a marketing video to support the Foundation's upcoming fundraising event. This opportunity highlighted the students' strong engagement with the program and their commitment to promoting positive and respectful behaviour.

As part of the school's **Positive Behaviour Interventions and Supports (PBIS)** framework, staff also focused on reinforcing appropriate toileting procedures across the school. Clear expectations, consistent routines and positive reinforcement supported students in developing independence, hygiene awareness and respectful use of shared facilities.

During 2025, teaching and leadership staff participated in four professional development days focused on strengthening PBIS implementation. This professional learning supported staff in refining the School Behaviour Matrix into a simplified and more accessible model for use across all learning spaces. Staff also developed and implemented a PBIS Behaviour Flowchart, which clearly outlines staff responses to student behaviour. In addition, the Tier 2 Check-In system was successfully implemented to provide targeted support for identified students requiring additional guidance and encouragement.

In Term 3, the school continued to emphasise the importance of living out the **Mercy Values** in everyday school life, with a strong focus on recognising and celebrating positive behaviour. Staff reinforced these values through the use of Mercy Value Cards, which were awarded to students who demonstrated the school's Mercy Values and PBIS expectations.

Students placed their Mercy Value Cards into their **House Token Towers**, contributing spirit points to their respective House teams. This initiative encouraged students to demonstrate kindness, responsibility and respect, while also fostering a strong sense of teamwork and school spirit. Students from the winning House teams celebrated their success with a House reward.

Through recognising and celebrating positive behaviour, these initiatives supported the ongoing development of a positive school culture at St Mary Magdalene's, where Mercy Values were actively demonstrated and students were acknowledged for making positive choices.

At the end of 2024, St Mary Magdalene's commenced a partnership with **Children's University Adelaide**, a program run by the University of Adelaide that encourages children aged 5–14 to engage in learning beyond the classroom through a range of educational activities. Students record their learning hours and work towards awards that are presented at graduation ceremonies held at the university. The program aims to build confidence, foster curiosity and develop early connections with higher education.

In 2025, 39 students from St Mary Magdalene's enrolled in the program. Ten students successfully reached the 30-hour milestone, earning a Bronze Award to be presented at the Term 4 graduation ceremony, while several others progressed towards the 65-hour Silver Award milestone. An additional five students were approaching the minimum number of hours required to graduate. The Fun Friday Children's University Club provided valuable support to students by assisting them in logging their hours and navigating the online portal. Communication with families was further supported through a dedicated Seesaw group that shared learning opportunities and updates. Students were also scheduled to participate in "A Day on Campus" at the University of Adelaide in July, where they would experience a full day exploring university life through engaging learning activities. In November, 25 students proudly graduated at the Children's University graduation ceremony held at Bonython Hall at the University of Adelaide, celebrating their achievements in front of proud parents, staff and peers.

Sincere appreciation was extended to Ms Kathy Keough for her dedicated support in facilitating the Children's University program at St Mary Magdalene's. Her enthusiasm and commitment greatly supported student participation and engagement.

## The Year in Review

### Leadership | Belinda Bennett

The past year has been one of growth, connection and renewed community spirit across our school. At the start of the year, Gareth and I commenced our roles with great enthusiasm and from the outset we have felt deeply welcomed and supported by the entire school community. Families, staff, parish partners, and students have shown generosity, openness, and trust as we settled into our leadership roles. This sense of belonging has shaped a strong foundation for our work and has affirmed the strength and warmth of our community. From the very beginning, our focus on strengthening relationships, enhancing learning, and celebrating student achievement has been evident in every aspect of school life.

Across the year, our school has experienced significant growth, deep learning, and a renewed sense of celebration. Major events such as Sports Day, the End-of-Year Concert, Graduation, assemblies, and community gatherings served as powerful reminders of the talent, resilience, and joy within our student community. These occasions highlighted not only student achievement but also the collective effort of staff, families, and leadership working together to create meaningful and memorable experiences. Students also engaged in a rich variety of learning opportunities that strengthened their sense of belonging and connection. The Andrew Chinn concert brought music, faith, and celebration into our shared spaces, creating a joyful atmosphere that resonated across the school. Our ongoing Kindy visits and story-time sessions deepened partnerships with local early-years centres, supporting smooth transitions for young learners and offering valuable leadership opportunities for our student ambassadors. Their confidence, compassion, and pride in representing our school were evident throughout the year and reflected the strong culture of care and responsibility we continue to nurture.

As with any dynamic school community, we experienced both farewells and new beginnings. We sadly lost to God's loving arms Michael Higgie (WHS), a long-time staff member and friend to all. His passing, along with the grief and loss experienced by many of our staff throughout the year, reminded us of the deep bonds that hold our community together. In these moments, our schools truly demonstrated their faith, compassion, and collective strength through the care and love extended to one another. We also acknowledged the contributions of staff who moved on and celebrated the joy of welcoming new colleagues and three beautiful babies into our community. These experiences of sorrow, transition, and new life reflect the full rhythm of a school year and remind us of the resilience, unity, and hope that define who we are.

This year has also been shaped by the dedication and expertise of key leaders whose work has strengthened our schools in profound and lasting ways. Amiee, in her APRIM role, has continued to nurture the spiritual life of our communities, ensuring our Catholic identity remains vibrant and visible. Her support for staff in programming and planning, her leadership in Mass and liturgy preparation, and her guidance for our sacramental students have been invaluable. Matt has led wellbeing with deep care and commitment, ensuring students feel supported, safe, and valued. His work in supporting staff to implement PBIS, Berry Street, and Grow Your Mind has helped build consistency and a strong understanding of the principles that underpin this important area of our work. Michelle, as Leader of Learning, has provided clarity, direction, and a steady focus on high-quality teaching and learning. Her support across both sites has driven improvement with professionalism, insight, and a genuine belief in the capacity of our staff. We are proud of what has been achieved this year and of the growth shown by our students, supported by sound pedagogy and targeted intervention programs that continue to make a meaningful difference. We are also very grateful to Fr Santosh for his unwavering support, pastoral presence, and commitment to the life of the school. His partnership has been invaluable in nurturing our Catholic identity and strengthening the connection between parish and school.

I want to extend particular gratitude to Gareth for his strength of leadership, his ability to drive school improvement, and his unwavering support of both the school and the wider community. As Head of School, Gareth has overseen the day-to-day running of the school with exceptional dedication, clarity, and steadiness. His capacity to manage complex situations, support staff, and maintain a calm and consistent presence has been invaluable. Gareth's collaborative approach, openness, and willingness to step in wherever needed have ensured continuity and stability, particularly during my periods of absence while balancing responsibilities across two schools. His leadership has strengthened our community, supported our shared vision, and helped drive meaningful progress across the year. His appointment as Head of School at St Mary Magdalene's is a testament to his capability, his commitment, and the respect he has earned within our community.

## The Year in Review

Across the year, we have remained committed to promoting our schools and growing our community. Strengthening partnerships, showcasing our learning programs, and ensuring families feel welcomed and informed have been central to this work. I would also like to extend heartfelt thanks to Kerry for her outstanding work in the Community Hub. Her commitment to supporting and educating families in our wider community has been exceptional. Through initiatives such as the English classes, sewing group, and playgroup, she has created welcoming, inclusive spaces where people can learn, connect, and feel a genuine sense of belonging. Her collaboration with the school, her guidance for families, and her coordination of One Box support have made a meaningful difference to many. Kerry's dedication, compassion, and ability to build strong relationships reflect the very best of our community, and we are deeply grateful for the impact she continues to have.

Our building project has been a significant focus throughout the year, moving through extensive planning and consultation as we work to bring our master plan to life. We are thrilled to have secured a Block Grant, which now enables us to move from planning into action. This funding represents a major milestone and affirms the strength of our vision for the future of the school. As the project progresses, we look forward to seeing our plans take shape—creating modern, flexible, and inspiring learning spaces that will enhance the educational experience for our students and support the continued growth of our community for many years to come.

None of this would be possible without the dedication of our teachers, co-educators, and OSHC staff, whose commitment to student wellbeing and learning sits at the heart of everything we do. Their professionalism, care, and resilience underpin every achievement across the year. Each day, they bring energy, expertise, and deep compassion to their work, ensuring that every child is known, supported, and challenged in their learning. Our staff work tirelessly, often far beyond what is visible to nurture our students academically, socially, emotionally, and spiritually. Their commitment to providing exceptional learning and pastoral care continues to shape the culture and success of our school. Through thoughtful planning, rich learning experiences, and a strong focus on wellbeing, they create environments where students can thrive. Their dedication to implementing high-quality pedagogy, along with targeted intervention programs, has contributed to the strong growth we have seen in our learners this year.

Our OSHC team, led by Jenn, also plays a vital role in supporting families and providing safe, engaging, and nurturing care before and after school. Their work ensures continuity, stability, and a sense of belonging for students across the entire school day. They build strong relationships, offer enriching activities, and create a warm environment where children feel valued and supported.

We are deeply grateful for the hard work, generosity, and heart our teachers, co-educators, and OSHC staff bring to their roles. Their influence extends far beyond the classroom or care setting, and the impact they have on our students and families is profound. They are wonderful role models for our children and add immense value to our school community. Their collective efforts highlight the strength of collaboration and the shared commitment that makes our school such a positive and enriching place for all.

Our Admin and Finance team also deserve sincere thanks for the vital role they play in the life of our school. Their professionalism, organisation, and calm presence ensure that our daily operations run smoothly and that staff, students, and families feel supported. From managing enrolments, communication, and front-of-house care to overseeing budgets, compliance, and financial planning, their work underpins the stability and efficiency of our school. They are often the first faces to welcome families and the steady hands behind the scenes who keep everything moving. Their attention to detail, willingness to help, and commitment to our community make an enormous difference, and we are deeply grateful for all they contribute.

## The Year in Review

I would like to especially acknowledge the work of our School Board members.

### St Mary Magdalene's School Board Members

Shirley Veale | Chairperson

Jessica Walters | Deputy Chairperson

Shawn Williamson

Jamie McCafferty

Paul Hammond

Kerryn Chambers

Michelle Menadue

Amiee Tullio

Gareth Molyneux

I offer my sincere and heartfelt thanks for their guidance, wisdom, and unwavering commitment throughout the year. Their leadership provides the strategic direction and governance that allow our school to flourish. The Board's thoughtful decision-making, support for our vision, and willingness to engage deeply with the needs of our community have been invaluable. They give generously of their time, expertise, and care, ensuring that every decision is made with the best interests of our students, families, and staff at heart. We are truly grateful for their partnership and for the stability, insight, and encouragement they bring to our school. Their contribution strengthens our community and helps shape a strong and hopeful future for St Mary Magdalene's School.

As I look ahead to the next two years, I am deeply grateful for the privilege of serving our communities. It is an honour to work alongside such committed staff, engaged families, and remarkable students. Together, we will continue to nurture thriving, faith-filled, and future-ready learners who embody the values at the heart of our school.

I would like to take this opportunity to sincerely thank the children, staff, families, parish, and the wider school community for helping to make St Mary Magdalene's School a place of rich learning, welcome, and belonging throughout 2025. A school community cannot truly flourish without the collective support, generosity, and contributions of these groups. Every individual, whether through their presence, their partnership, or their quiet acts of service has played a meaningful role in shaping the life of our school. Your efforts are deeply appreciated, and the strength of our community is a testament to the care and commitment you bring each day.

As we reflect on the year that has passed, I am filled with hope and enthusiasm for the future.

*Shaping our future together,*

**Belinda Bennett**







